DOCUMENT RESUME

ED 226 786 JC 830 085

AUTHOR Spangler, Richard C.; Simonson, Carolyn
TITLE The Developmental Education Program at Tacoma Community College.
INSTITUTION Tacoma Community Coll., WA.
PUB DATE [81]
NOTE 12p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Advising; Adult Basic Education; *College Curriculum; Community Colleges; *Developmental Studies Programs; Educationally Disadvantaged; High Risk Students; Remedial Programs; Student Evaluation; *Student Placement; Teacher Role; *Track System (Education); Two Year Colleges

ABSTRACT

Tacoma Community College (TCC) is a comprehensive institution serving 7,000 students per quarter out of the 200,000 residents of Tacoma-Pierce County. Statistics show that 20% of the student population have not graduated from high school; 21% are from minority groups; and an estimated 60% are academically, educationally, or socially disadvantaged. In keeping with its mission to help all students achieve academic success, TCC has developed a four-level curriculum: Level 0 provides basic education through non-credit classes at 1st through 5th grade levels; Level 1 offers basic skills instruction at 6th through 8th grade levels; Level 2 comprises high school completion, college preparatory, and enrichment classes at 9th through 12th grade levels; and Level 3 consists of university-parallel courses at the 13th grade level and upwards. Developmental education, including adult basic education, high school completion, college preparatory courses, and learning assistance services, is provided through a cooperative effort among all departments and divisions. Students are placed at appropriate levels on the basis of placement tests when they enter college and on the recommendation of instructors after their initial quarter. This recommendation system has improved retention and success, as indicated by the success rates of students who followed instructor recommendations (75%) compared to those of students who did not (35%). An appendix provides self-assessment and course selection instruments. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226786

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. C. Spangler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE DEVELOPMENTAL EDUCATION PROGRAM AT TACOMA COMMUNITY COLLEGE

By Richard C. Spangler and
Carolyn Simonson

Richard C. Spangler is Chairman of Learning Services Division at Tacoma Community College, Tacoma, WA 98465

Carolyn Simonson is Chairman of the English Department at Tacoma Community College

JC 830 085

Printed in U.S.A.

The Developmental Education Program at Tacoma Community College

by Richard C. Spangler and Carolyn Simonson

Although the numbers of traditional college students aged from 18 to 25 have been expected to decline, adult students have been increasing in numbers. Ranging from post-high school students to senior citizens, from those working full time to the unemployed, these adults run from the non-reader to the college level student and from the slow learner to the fast. These "new"students (described by Patricia Cross, Beyond the Open Door, 1971), have typically been out of school for some time, are multiracial, and often have had limited success in formal schooling, typically having left school in the lowest quartile of their classes without graduating. And there are many of them: 37.5% of Americans over 25 do not have high school diplomas.

During this past decade colleges have developed many nontraditional teaching schemes to accommodate these special students including classrooms without walls, self-paced study systems, credit by examination, weekend classes, and other innovative techniques. We believe there will be continued emphasis on these kinds of nontraditional and developmental models throughout the 1980's and 1990's, and we think our programs at Tacoma Community College augur the future.

With an enrollment of 7,000 students a quarter, Tacoma Community College is a comprehensive institution serving more than 200,000 residents of the Tacoma-Pierce County areas of the Puget Sound region of Western Washington, the State's second largest population and industrial center. Like other urban community colleges, Tacoma Community College is finding that the size as well as the makeup and distribution of its student body has changed dramatically over the past sixteen years. Recent statistics indicate that almost 20 percent of its student population has not graduated from high school, and that 21 percent represents minority groups, the second largest such enrollment in the state. The Dean of Students estimates that nearly 60 percent of the student population is academically, educationally, or

socially disadvantaged. Small wonder that the College's Board of Trustees recently affirmed the mission of developmental education: to help all students achieve academic success.

To provide necessary program variety, the Tacoma Community College curriculum is divided into four levels:

Levels	Courses or Programs
0	Basic education non-credit classes numbered 60-69 Skill level: 1st through 5th grade (includes lowest level ABE program)
1	Basic skills classes numbered 70-79 Skill level: 6th through 8th grade
2	High school completion, college preparatory and enrichment classes numbered 90-99 Skill level: 9th through 12th grade
3	University parallel classes numbered 100-299 Skill level: 13th grade +

Courses numbered 80-89 are special workshops and review classes with skill levels of 5th grade and above, and include review arithmetic, library orientation, grammar review, sentence structure review, spelling review, vocabulary, etc. All programs and courses except those at Level 3 lie within the province of developmental education.

The major components of developmental education at Tacoma Community College include adult basic education, adult high school completion, college preparatory courses, and learning assistance services comprising Tutorial Services, the Learning Resource Center, the Drop-In Assistance Lab, the Math Lab, the Reading Lab, and the Writing Lab. Counseling and Advising are also part of learning assistance.

Our program is unique in that developmental education is a cooperative effort among all departments and divisions of the college. Almost every division offers some developmental education courses or learning assistance services. This inter-disciplinary, campus-wide support strengthens our program and actively involves

many faculty members. The program itself is coordinated through the office of the Learning Services Chairman and the campus-wide Developmental Education Committee.

All entering full-time students are placed at appropriate course levels depending upon the results of the Comparative Guidance and Placement (CGP) tests in reading, English, and mathematics as well as the students' own self-assessment inventories. This placement may include enrollment in traditional lecture courses or in non-traditional self-paced courses in the learning centers. During advising and registration, faculty advisors and counselors are guided by the Developmental Education Advisor's Handbook containing suggested programs at each skill level. After the student's initial quarter, his placement is determined by the recommendation of his instructors.

This recommendation system has helped with placement, retention, and success levels of all students. For instance, a summary of statistics from Fall 1979 through Fall 1980 shows that 88 percent of students in developmental classes followed their instructors' recommendations as to which classes to take the following quarter. Thirty-five percent of them were recommended out of developmental to university-parallel classes with an overall average retention rate of just under 12 percent higher than the rest of the college. Success rates also improved--with success defined as 2.0 or better GPA as well as completion of at least half of the credits attempted. Of students who followed their instructors' recommendations, 75 percent succeeded; of these, the students who transferred to university-parallel classes succeeded at the rate of 85 percent as opposed to the overall college success rate of 67 percent. Dramatically, the students who did not follow the recommendations had only a 35 percent success rate.

Because the success rate of our remedial and developmental students as well as that of those students who have gone from developmental to university-parallel courses is significantly higher than the college's average success rate, we believe it proves the importance of getting students into the right levels through testing and advising.

Our program is a coordinated college-wide effort of administrators, faculty members, and classified staff, and it is designed to meet the learning assistance needs of all students at Tacoma Community College. For more information, write to Richard Spangler, Division Chairman, Learning Services, Tacoma Community College, Tacoma, WA 98465.

TACOMA COMMUNITY COLLEGE
LEVEL AND COURSE RECOMMENDATION FORM

Student's Name_____ Class_____

Date_____ Instructor_____ Adviser_____

Level of course work suggested for next quarter:

☐ Developmental/remedial (70's, 80's, 90's) ☐ University parallel (100+)

☐ Occupational/vocational (program interest:_____

Class recommended for next quarter:_____

Comments:_____

Distribution: White--student; yellow-adviser; pink--Dick Spangler, Building 8
TCC-DE-001 (Rev. 1/79)

SELECTION of MAJOR

SELECT A MAJOR FROM WITHIN ONE OF THE FOUR GENERAL AREAS AND WRITE IN YOUR SELECTION ON THE LINE AT THE BOTTOM.

I. OCCUPATIONAL AND CAREER STUDIES

These majors enable you to enter an occupational field as a skilled employee. Most (but not all) are two-year Associate Degree programs. In certain of these programs, some coursework may be transferable if you choose to continue your education beyond TCC.

BUSINESS

Accountant
Banking and Finance
Educational Secretary
Machine Shorthand
Real Estate
Receptionist-Clerk
Service Representative
Supervision & Management

SOCIAL SERVICE

Administration of Justice
Human Service Worker

ALLIED HEALTH

Associate Degree Nursing
Emergency Medical/Paramedic
Geriatric Technician
Medical Assistant
Medical Records Technician
Medical Secretary
Medical Transcriptionist
Optometric Tehcnician
Radiological Technician
Respiration Therapy Technician

MATH/SCIENCE

Energy Management

II. DEVELOPMENTAL STUDIES

These majors enable you to earn a high school diploma or to gain the academic skills necessary to do college level work. In certain limited cases, developmental coursework may qualify for credit toward an Associate Degree.

High School Completion
General Developmental Studies

III. EXPLORATORY STUDIES

This major is designed for you if you are currently undecided or unsure about what you want as a major field of study. Students with this major are free to later identify either an Occupational and Career Studies major or a University Parallel Studies major.

Exploratory

IV. UNIVERSITY PARALLEL STUDIES

These majors will enable you to transfer to a four-year college with junior class standing if you complete the an Associate in Arts and Sciences degree for transfer students. Specific majors associated with each general area shown below are listed on the Transfer Information Sheet.

Transfer-Business
Transfer-Humanities
Transfer-Math/Science
Transfer-Social Sciences

MY CURRENT CHOICE OF MAJOR IS: _____

STATE PRINTING PLANT OLYMPIA, WASHINGTON

SELF ASSESSMENT AND COURSE SELECTION

TACOMA COMMUNITY COLLEGE

Developed in 1978.
With special thanks to
El Centro College, Dallas, Texas

SELF RATING

HIGH SCHOOL GRADES

I received a grade of A or B in the following courses in high school:

	YES	NO
U.S. History	____	____
World History	____	____
American Literature	____	____
English Literature	____	____

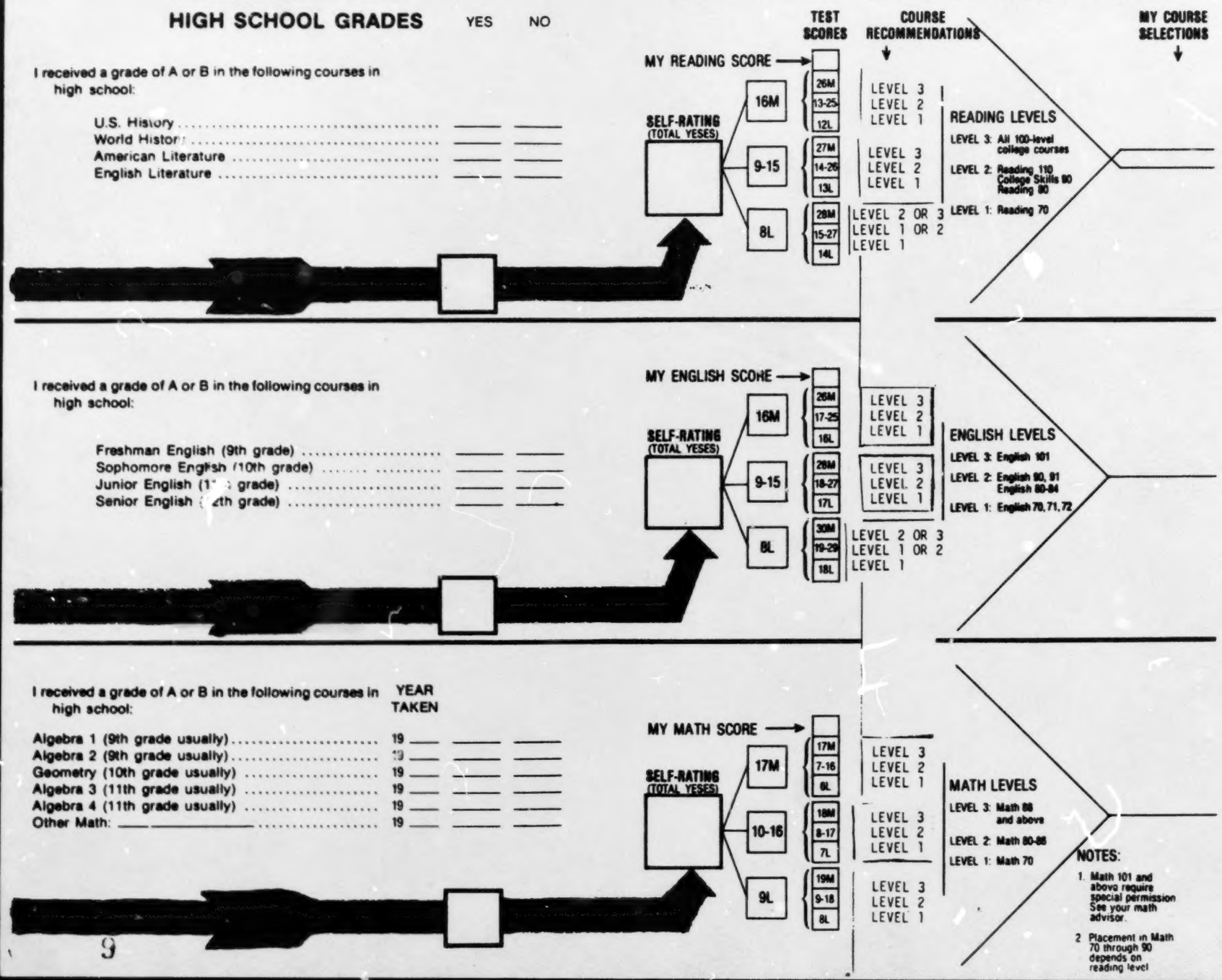
I received a grade of A or B in the following courses in high school:

	YES	NO
Freshman English (9th grade)	____	____
Sophomore English (10th grade)	____	____
Junior English (11th grade)	____	____
Senior English (12th grade)	____	____

I received a grade of A or B in the following courses in high school:

	YEAR TAKEN		
Algebra 1 (9th grade usually)	19__	____	____
Algebra 2 (9th grade usually)	19__	____	____
Geometry (10th grade usually)	19__	____	____
Algebra 3 (11th grade usually)	19__	____	____
Algebra 4 (11th grade usually)	19__	____	____
Other Math: ____	19__	____	____

PERSONAL ASSESSMENT SUMMARY



SELF RATING
LIKES & DISLIKES

	YES	NO
I like to read short stories and novels		
When I do my assignments in the library, I like to stay awhile and explore other books and journals		
I enjoy visiting the library		
I enjoy reading as a pleasant pastime		
When I read magazines (such as Sports Illustrated, Time, Ebony, Family Circle), I usually read one or more complete articles, rather than scanning and reading picture captions only		
I like to read directions rather than having someone explain them to me orally		
I like to purchase books for my own personal library		
I like to share what I have read with others		

SELF RATING
ABILITIES

	YES	NO
I remember most of what I read		
I can talk about what I read		
I am a fast reader		
I usually understand what I read the first time I read it		
I received high grades in high school courses which required extensive reading (such as literature, history, civics)		
I have read at least three complete books in the last year		
I usually understand directions after reading them just once		
I have an adequate vocabulary		
When I read, it is easy for me to concentrate		

I enjoy writing poems, letters or stories		
I feel a sense of personal satisfaction and accomplishment when I write		
I would like to help organize a creative writing club		
I enjoy group discussions, buzz sessions, and/or brainstorming		
It is easy for me to see mistakes in the writing and speed of others		
I enjoy writing creatively		
I can follow the plot of a novel or drama without difficulty		
When studying, I use the dictionary to find the meanings of new words I discover		

I can recognize parts of speech (verbs, prepositions, adjectives, etc.)		
I can organize a paragraph and I understand such things as proper beginning and ending of paragraphs, key and supporting sentences, transition, etc.		
I can recognize the parts of a sentence (phrases, clauses, subject, predicate, etc.)		
When English teachers in high school wrote comments on my papers, I usually understood those comments		
My spelling and capitalization was better than the average in my high school classes		
I have written for the school newspaper		
I have written poetry or short stories or articles on my own when it was not assigned in school		
I am able to use reference material effectively		

I enjoy playing number games		
I like working mathematical puzzles or riddles		
I enjoy working with numbers		
Before building something or hanging a picture, I take careful measurements		
I look forward to enrolling in college math courses		
I enjoy helping others with math		
I enjoy mechanical or architectural drawing		
I like to figure out math problems		

I am generally a good math student		
I routinely balance my checkbook or know how to make my money last until the next payday		
I always know when I am given the correct change		
I can figure the 5% sales tax or a 15% tip		
I usually get the correct answer on a math problem the first time		
I do arithmetic functions well (add, subtract, multiply, divide, percent, decimals)		
I can determine the best buy of two items based on weight and price of each		
I believe that changing to the metric system will present very few problems to me		

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
APR 1 1983